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Office Hours: M & W 11:00-12:00; T & Th 1:30-2:30

Other hours by appointment/ Students may also be notified by email

Of class changes, updates, important information.

Fall 2004

JS 118

THEORIES OF CRIME AND DELINQUENCY

COURSE DESCRIPTION

Introduction to criminology, examining demographics and measurement of crime, theories of causation, and victimology. In depth study of the transition from deviant to antisocial and finally criminal behavior. Included will be violent crime, rape, serial murder, theft offenses, as well as political and public order crime. Crime victims and their treatment by the Criminal Justice System will also be reviewed. Attention will be given to the criminalization and decriminalization process. International issues such as genocide for political/religious purposes, culture specific crimes such as honor death/bride burning and child prostitution in Asia and will also be investigated.

COURSE OBJECTIVES

AT THE TIME OF THE FINAL EXAM STUDENTS SHOULD BE ABLE TO:

1. Articulate the concerns of criminologists, including the historical timeline
From Classical criminology to Conflict criminology.
2. Master measurement techniques including survey research, UCR data, longitudinal Research, experimental and observational methods of collecting data.
3. Have an understanding of general crime demographics and some international Demographics.
4. Understand the role of the victim in the criminal dynamic, and the system's evolving Treatment of such victims.
5. Master theories of criminality including classical, biologic, sociologic, and political.
6. Develop typologies of violent crime; rape, aggravated assault, serial and mass Murder, professional /white collar crime and public order crimes such as prostitution, Pornography, substance abuse.
7. Apply theory to behavior by analyzing criminal scenarios and providing trait,

Psychological or sociological explanations for such conduct.

REQUIRED TEXTS

Siegel, Larry(2004), Criminology, Theories, Patterns, Typologies. MN, West Wadsworth Publishing-8th edition

CLASS REQUIREMENTS

Three exams will be required; two midterms and a final exam administered in class During finals week. The exams will be a combination of multiple choice and short answer.

In addition, students will be required to write a 6-8 page paper applying theoretical explanations for criminal conduct to a criminal behavior. There will be a separate handout on this assignment. Oral presentations on the papers will take place the last week of instruction. The exams will cover lecture material, text, video's and guest speakers. Exams that are missed can only be made up during the final exam week and proper documentation is necessary. Students are encouraged to read the local newspapers and bring in articles of interest to share with the class. This will improve class participation points and may lead to a higher overall grade in the course. If you miss a class you are responsible for the materials. Please to not ask the instructor for her notes, **study groups are encouraged and will be facilitated by the instructor if necessary.** Please turn off your cell phones, its disturbing to the rest of the class. Excessive whispering and eating is disruptive to the other students as well as the instructor. Please be respectful to the instructor and fellow students regarding arriving late and leaving class early.

EVALUATION

Each exam will assigned a point value and a grade will be determined by a class generated curve. Each student will know their class standing at all times. If you miss an exam it may be made up on dead day with proper documentation. A review sheet will be passed out before the exams and should be referred to in studying. Students are encouraged to participate in classroom discussions, and the level of participation may improve the student's overall grade in the class. **It is mandatory that students be in class the dates of small group discussion/review of questions for midterm. The instructor will speak with each group, and assess participation. There is no way to regain lost participation points.** Cheating which includes turning in another students' paper as their own will result in an automatic "F".

Midterm 1	25%
Midterm 2	25%
Final	25%
Paper	25%

Please review carefully the date for adding and dropping of the course and the Universities policy on cheating. Two thirds of the class material must be completed To receive an incomplete in the course.

COURSE SCHEDULE

- WEEK 1** Introduction, class mechanics; announcement of second Book (descriptive, not textual)
Concepts of Crime, Law and Criminology
Basic concepts criminologists use; penology, victimology, Theory construction etc. The deviance-antisocial-criminal Transition. Decriminalization/criminalization. The Scientific Method.
Text Cp. 1
- WEEK 2** **Historical context of Criminal law/processes;** common law vs statutory law, early jury system, punishments and development of tort law.
Classifications, definitions, defenses.
Text Cp. 2
- WEEK 3** **Nature & Quality of Crime;** The Scientific method of measurement, Uniform Crime Reports, self reports, victim survey, longitudinal studies, Birth cohort studies, chronic offender studies, policy Implications.
In Class exercise: student self report survey with discussion of Results/strengths/weaknesses of survey reporting.
Text. Cp. 3
Approval of paper topics
- WEEK 4** Victims and victimization; Ecology, victim precipitation theory, Deviant Place theory, Routine Activities theory, CRJ System response, restitution, Restorative Justice, Victim impact reports, crime victims Bill of Rights.
Text Cp. 4
Small group discussion of review questions
Review for midterm
First Midterm m/w September 27; t/th September 28
- WEEK 5** Theories of causation; choice, deterrence, trait, psychology, Media influences, and intelligence/I.Q.
Text Cp. 5-6

- WEEK 6** Continuation of theory, adding social structure, strain, cultural deviance; social process, social learning, social control
Social reaction
Text Cp. 6-7
Video Women Doing Time; if you would like to review the video a second time its available at IRC and will be on the midterm.
- WEEK 7** **Social structure continued.**
Text Cp. 7
- WEEK 8** Continue with theory; Social Process, family relations, peers, Differential association, neutralization and drift, social control Theories; labeling theory.
Text Cp. 8
- WEEK 9** **Social conflict theory, new developments, Marxist criminology, Capitalism's impact on international crime.**
Text Cp. 9 & 10
Small group discussion
Review for second midterm
- WEEK 10** second midterm m/w class Wed. nov. 3; t/th class Th. nov 4.
Begin study of Criminal Typologies
Violent families, cultural values, instinct, substance abuse, Weapon availability.
Cp. 11
- WEEK 11** Continuation of violent typologies, rape, mass murder, serial Murder, assault battery, evolving terrorism.
Text Cp. 11
Video/Rape
- WEEK 12** **Property typologies; theft, robbery, burglary; white collar crime, political crime**
Text Cp. 12
- WEEK 13** **Public Order Crime, law and morality, substance abuse, Prostitution and other sex crimes. Control strategies and public policy. Evolving cultural standards.**
Text Cp. 14
- WEEK 14** **International issues: genocide; war crimes; honor death, FGM,**

Small group discussions; INCREASED OFFICE HOURS FOR QUESTIONS/CONCERNS/RE FINAL

WEEK 15

ORAL PRESENTATIONS

PAPERS DUE;REVIEW FOR FINAL

FINAL EXAM M/W CLASS: THUR.DEC.16TH 12:15-2:30.

FINAL EXAM T/THCLASS: MON. DEC.13TH 9:45-12:00

**EXAMS WILL ONLY BE HANDED OUT THE
FIRST 15 MINUTES OF EXAM TIME SO DON'T BE
LATE!!!!**

Paper assignment Due with final exam 6-8 pages in length

The purpose of this assignment is to read a book,(nonfiction, although some fiction is appropriate), either one suggested by the instructor, or one you have chosen yourself and apply theories, concepts, demographics, profiles or typologies to the criminal scenario in the book. A list of suitable authors and titles will be supplied—if you choose your own title, you must 'clear' the title with the instructor. Try and select a book/topic that you have enthusiasm for or curiosity about, your paper will be that much better! This is not a book report; you will be critically evaluating the work you choose based on concepts learned in our class. How does your perpetrator fit in with the theories, and typologies we have developed in class? (eg. Edmund Kemper, the serial murder from Santa Cruz is an excellent study in psych theory, bonding theory, intelligence/crime, post-offending behavior etc.) There are many wonderful books to choose from, and I will push you towards the literary rather than true crime genre-the writing is that much better and usually contains clues which we have covered in theoretical format.

Suggested books: (complete list is in my office)

Do or Die, Leon Bing- gangs in LA; journalist writer, excellent

Eight Ball Chicks, Ginny Sykes—girl gangs nationwide, journalist writer, great

Always Running, Rodriquez; hispanic gangs in LA, great

Perfect Murder, Perfect Town, (JonBenet Ramsey murder), Schiller, good

The Blooding, Joseph Wambaugh (first DNA use)also new book on serial arsonist who is a fire inspector, retired police officer, excellent writer

Every Breath You Take, Ann Rule—or anything by this author; florida journalist covering the crime beat, bizarre stories, very good.

Killing for Company: the True Story of a Man Addicted to Murder, Masters

Night Stalker, Philip Carlo—serial murder, good

If Loving You is Wrong, Olsen (Mary Kay Tetourneau story)teacher/student Statutory rape; lots of twists, good.

When a Child Kills, Paul Mones; parricide-kids who kills their parents; lawyer who defends the kids, case histories, will keep you up at night. Excellent

Stalking Justice, Paul Mones; first use of DNA in USA. Scientific.

Obsession, John Douglas—former FBI agent profiler, other titles as well, excellent.

Black and Blue, Anna Quindlen—domestic violence—excellent; its fiction, but

So true to theory/typology that its acceptable.

Lucky, Alice Sebold—college rape, through trial and aftermath. Memoir, excellent.

The Fig Eater, Jody Schields, mystery/death/investigation/early forensics

In Vienna at the turn of the century, Excellent.

Halfway Heaven, Melanie Thernstrom—excellent;-murder/suicide at Harvard College involving Vietnamese & Ethiopian students.

The authors Bugliosi, Bledsoe, McGinnis, Rule, Douglas, have many title all of which would be appropriate. Helter Skelter by Bulgiosi may be too complicated, but Truman Capote's In Cold Blood is a classic. Mark Furman's book, Murder in Greenwich, about a Kennedy family covered-up murder is also very topical. I have many, many books in my office and students are encouraged to browse through by collection and borrow one.

Theories particularly relevant:

- Victim precipitation; lifestyle, deviant place, routine activities
- Choice, rationality, deterrence, (race/gender issues?)
- Trait; biosocial, familial, heredity, neuropsychological, psychological, IQ
- Social structure, strain, cultural deviance, social process, learning, bonding,
- Abuse, control theory, reaction theory,
- Conflict theory, Marxist, (may be applicable to political/terrorist crime)
- Violent typologies-especially rape and serial murder
- Typologies of theft offenders
- Typologies of morality offenders—prostitution, pornography, substance
- Abuse

Students should not have trouble meeting the page requirement, rather It will be limiting the explanations. If you are uncertain, I would be happy to review a draft. Have fun!

Format:

- 1. Introduction-what happened or is alleged to have happened?**
- 2. Motive-what theories can explain the behavior-crime? Why did it happen?**
- 3. Conclusion-treatment by the criminal justice system? Justice for the victim?**
- 4. Bibliography—citations/sources; you may need supplemental sources to explain Behaviors not covered in class.**

EXAMPLE OF APPLICATION OF THEORY TO BEHAVIOR

Truman Capote's In Cold Blood provides an account of Perry Edward Smith, who, along with Richard Hickcock, murdered and robbed a family in Holcomb, Kansas in 1959. Smith and Hickcock were executed for the murders of the Clutter family in 1965.

Capote's account suggests that Smith committed these crimes primarily as a result of what Miller identifies as **lower-class focal concerns**. Smith was a single, white, thirty-one year old lower class male when he and Hickcock murdered the Clutter family. The main predisposing factor affecting Smith was his unhappy childhood. His alcoholic mother left his father and took Smith and his siblings with her when she went to San Francisco to lead a wild life. Smith was six years old at the time, his siblings were pre-teenagers. His mother would have sex with anyone who would buy her a drink. While he and his siblings lived with their mother they had to constantly clean up her vomit and usually went without decent clothes or sufficient food. Smith's sister Fern, and his brother Jimmy both committed suicide as adults.

Committed to an orphanage at the age of seven, Smith was later returned to his mother for a short time. After several confinements in institutions and children's detention homes, he was sent to live with his father. His formal education ended at third grade, further predisposing him to crime. He and his father drifted around the country in a house trailer until Smith was 16 and joined the merchant marines. After discharge in 1952 he went to live with his father in Alaska. However, they fought so bitterly, he was thrown out of the house a year later.

Psychodynamic theory stresses the importance of early childhood experience; bonding with parents, smooth transitions through developmental stages and the traumatic impact on the psyche of child abuse and neglect. Smith would appear to have been a victim of his parents' alcoholism, neglect, abandonment and failure of any attempts to instill positive values and a sense of morality. The impact is underscored by the suicide of his siblings and his later sociopathic violence. Rageful children who are never given a forum in which to express their feelings (therapy) often become rageful adults. The rage may be displayed on the community (Smith) or turned inward (suicidal siblings).

A central attractive factor for Smith was his early involvement in crime and prison life. After separating from his father, he had no money and no where to go. As a result, he committed a burglary and was convicted of breaking and entering. He received a 5-10 year sentence in the Kansas State Penitentiary and was paroled in 1959.

While in prison one of Smith's acts demonstrated the **lower class concern for toughness and smartness**. During his confinement, he bragged of having killed a man in Las Vegas. He claimed just to have done it for the hell of it and maintained that he had gotten away with it. He made up this story to impress other inmates. He later rationalized that his reason for telling the story was that if he and Hickcock were ever arrested for the Clutter murders, he would know (**smartness in handling 'trouble'**) that Hickcock had confessed to the police about the murders if the police knew about his story of killing the man in Las Vegas.

Focal concerns further explain the murders as it may be suggested that Smith was looking for **excitement**, that he believed it was **fate** that brought him to the Clutter home and that he was seeking **autonomy** which he believed would result from the money obtained from the robbery. His goals of hunting for sunken treasure could then be realized with the proceeds of the theft. He also stated that fatalistically, he thought they would always be caught sooner or later, so they might as well murder the victims to eliminate witnesses. These beliefs helped Smith define his actions as acceptable and feel no personal responsibility for these actions (**neutralization theory**).

